



Albury School

Aoraki Rural ICT PD Cluster

ICT Strategic Plan 2010 – 2011



Background and Rationale

Albury School currently has 11 computers. This includes two administration computers and three teacher laptops. The classrooms have four desk top computers and two laptops available. The school was networked in 2004. There are two wireless routers (room1 and room 3) to provide additional access. There is also a colour photocopier in the resource room which is networked. Other media include two digital cameras, a digital video camera and a data projector.

Since 2007, the school has been involved with a cluster of schools developing teaching and learning using ICT. In 2009 the school and cluster began a three year MoE funded ICTPD contract. An audit was completed early in 2009 and gave recommendations regarding present and possible future hardware and software purchases. The school uses Smartnet as its Intranet service provider, Call Plus and Watchdog as its Internet and filter provider. Two of the staff have had some experience with ICT contracts at previous schools.

In 2009 two second hand laptops and two second hand desk top computers were purchased. In 2010, a grant through Pub Charities has been approved to allow the school to purchase another data projector, ceiling mounts and speakers. Further charities will be approached to purchase a more capable office computer and multi media printer as well as an Apple desktop multimedia computer for the senior classroom.

This Strategic Plan is being created to bring in line the school's and cluster's ICT vision into a clear and measureable direction to develop improved teaching and learning.

Vision for the role of ICT within the school for teaching, learning and administration

Cluster values and vision

Through the ICT PD programme, we want our students and teachers to:

- be confident and enterprising, have an inquiring disposition, and be in control of their learning;
- have fun in their learning;
- have a high level of engagement in learning that is personalised, authentic, future focussed, and able to meet a diverse range of needs, including those of Māori and Pasifika students;
- be able to work together collaboratively to achieve exciting outcomes;
- have well developed communication and digital literacy skills;
- have the confidence and capability to use a wide range of effective learning strategies, including e-learning;
- have the means to share new learning in ways that excite and motivate themselves and others to be lifelong learners;

Within each school, we want:

- to establish the vision, values, principles and practices that will lead to improved learning outcomes for our children;
- our classrooms to be places where ICT is integrated seamlessly as a part of innovative teaching and learning;
- sustainable changes that are embedded in the school culture.

Albury School

Our school's vision statement is "Learning for Living" and as our children are facing a rapidly changing world with respect to technology and new jobs created, they need to have the skills to prepare them adequately for this. ICT and e-learning is seen as one way to do this.

The shared vision of our cluster is to use the well established links that already exist between the South Canterbury schools to build a strong, collaborative, rural learning community. The majority of schools in the cluster are small and have teaching principals. We want to maximise the opportunities provided by ICT to alleviate the professional development isolation that teachers in such areas often feel and to ensure that our children are not disadvantaged as 21st Century learners because of where they live.

Strategic Goals 2010 – 2011

1. Integrate ICT to give effect to the New Zealand Curriculum / Te Marautanga o Aotearoa.

Goals	Success Indicators
1.1 Establish a clear understanding of effective pedagogies and the role of e-learning in implementing the revised New Zealand curriculum.	<ul style="list-style-type: none"> The principal and teachers are engaging in professional reading and practicums that result in increased understanding of effective teaching and learning strategies. This includes new e-learning strategies as well as developing existing e-learning further.
1.2 Apply teaching and learning strategies which involve e-learning that are consistent with guidance given in the New Zealand Curriculum.	<ul style="list-style-type: none"> Teachers are planning and implementing teaching and learning strategies, involving e-learning, that are consistent with the school's vision as well as guidance provided by the New Zealand Curriculum.

2. Increase the capability of the principal and teachers to improve students' learning and achievement through e-learning.

Goals	Success Indicators
2.1 Increase the confidence and capability of the principal and teachers to integrate e-learning into classroom programmes to personalise and enhance learning.	<ul style="list-style-type: none"> Feedback from teachers indicates that they are engaging willingly and confidently in ICT PD. Teachers are applying e-learning strategies within their classrooms that personalise and enhance learning. Teachers are providing evidence of having reflected on the ways in which e-learning can enhance learning. Teachers are showing greater confidence and capability in their use of ICT for planning, assessment and reporting. This includes keeping student data up to date in the school's SMS system (Classroom Manager),

2.2 Gather data on teachers' attitudes, understanding and skills in integrating e-learning strategies to improve students' learning and achievement, identify next steps for professional development, and measure progress against the previous year's data.	<p>developing reports and using the data to further their own and student's learning.</p> <ul style="list-style-type: none"> Teachers have a clear understanding of their level and capability in integrating e-learning to improve student's learning and have identified their next steps for professional development. Base line data from 2009 and 2010 will be used to record progress as well as the Action Plan developed in 2010.
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3. Strengthen professional learning communities and increase collaboration in the school and with other schools.

Goals	Success Indicators
3.1 Continue to develop a strong professional learning community within the school and with other schools in which the principal and teachers are confident to share and collaborate.	<ul style="list-style-type: none"> The principal and teachers are contributing with confidence to sharing sessions within the school and with other schools. Online tools are being used successfully to share and collaborate.

4. Increase e-learning leadership and ICT strategic planning capability of the principal and teachers.

Goals	Success Indicators
4.1 Build a strong distributed leadership model in each school for leading the integration of ICT within teaching and learning.	<ul style="list-style-type: none"> Within Albury School there is an increasing number of teachers and students taking responsibility for leadership with ICT. <u>The</u> Principal and Lead Teachers have a greater role in building the leadership capacity of others within <u>the</u> school.
4.2 Representatives from the school attend Learning@School, ULearn conferences, or take part in an eTime tour	<ul style="list-style-type: none"> As a consequence of staff attending the conferences, or tour, the school <u>is gaining</u> a better understanding of the educational benefits of <u>e-learning</u>.
4.3 Review and refine the school's ICT strategic plan and monitor its implementation.	<ul style="list-style-type: none"> The ICT strategic plan has been reviewed and updated <u>to</u> ensure that it is meeting the school's needs, and is being implemented.
4.4 Provide opportunities for the principal and teachers to visit <u>effective practice</u> schools that can provide inspiration and	<ul style="list-style-type: none"> The <u>principal</u> is <u>leading changes in teaching practices within the school as a consequence of visits to other schools</u>.

challenges for enhancing their leadership skills and the vision needed to lead changes within the school.	<ul style="list-style-type: none"> • <u>Teachers</u> are implementing improvements within the school <u>as a consequence of their visits to other schools</u>.
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5. Increase the school community's understanding of the educational contribution of e-learning.

Goals	Success Indicators
5.1 Increase the community's understanding of the educational contribution of e-learning.	<ul style="list-style-type: none"> • <u>Where appropriate, communications with the community</u> are <u>showcasing examples of e-learning within the school</u> and are providing opportunities for online feedback. • Feedback from parents and others within <u>the</u> community is showing a greater awareness and understanding of the educational contribution of e-learning. • Where <u>possible, the Principal is</u> reporting to the BOT through <u>curriculum reviews</u> using data from <u>the</u> SMS and <u>comments</u> on the impact of e-learning.

6. Increase the physical ICT resources in the school to support students' learning and achievement.

Goals	Success Indicators
6.1 Develop and implement a two year plan to progressively update and increase the school's physical ICT resources to support students' learning and achievement.	<ul style="list-style-type: none"> • <u>The school</u> has a workable, up-to-date plan that is being implemented effectively. • The school <u>is using</u> the audit recommendations as a base to begin reviewing the on-going hardware and software needs of the school. • There is evidence that the ICT resources are helping to improve students' learning and achievement.
6.2 Review the ICT resources plan annually to ensure that it is meeting current and future school needs.	<ul style="list-style-type: none"> • The ICT resources plan is reviewed annually and updated to reflect current knowledge of best practice.



Albury School ICT Action Plan for 2010

GOALS Number	ACTIONS (What, How)	SUCCESS INDICATORS	PERSON(S) RESPONSIBLE (Who)	BUDGET	TIMEFRAME (When)
1. Integrate ICT to give effect to the New Zealand Curriculum / Te Marautanga o Aotearoa.					
1.1	All teachers engage in professional reading and attend practicums that provide them with skills to integrate thinking skills and ICT into the curriculum.	<ul style="list-style-type: none"> Curriculum documentation has increased references to developing thinking skills incorporating ICT. Teachers are increasingly aware of when and how to integrate ICT effectively to develop the key competencies. 	Principal/Staff	Included in the school's contribution to the ICT PD cluster budget.	Ongoing throughout the year.
1.2	All teachers apply teaching and learning strategies that develop thinking skills and involve ICT.	<ul style="list-style-type: none"> Teachers are carrying out action research and sharing the outcomes of their students' learning with other teachers. 			
2. Increase the capability of the principal and teachers to improve students' learning and achievement through e-learning.					
2.1	Increase the range of ICT applications students use and in ways that lead to more independent and collaborative learning.	<ul style="list-style-type: none"> Teachers are developing their skills and capability through Practicums, Techie sessions and staff meetings, and applying these in their classroom planning, assessment (MUSAC), and teaching. Teachers are using learning approaches that promote independent and collaborative learning, e.g. Integrating ICT in all Learning areas, using an Inquiry Learning Model, Graphic Organisers, Thinkers Keys, 	All Staff	Included in the school's contribution to the ICT PD cluster budget.	Ongoing throughout the year.

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	<p>Develop and apply rubrics to enable the principal and teachers to critically examine their existing practices in using ICT and to identify the next steps for their development.</p> <p>Implement an Action Research plan that enables all teachers to analyse and reflect on their progress in supporting students to develop their creativity, and capacity to take increasing responsibility for their learning.</p>	<p>Habits of Mind, <u>developing a skills progression model, using</u> Mathletics <u>(online), developing</u> classroom wiki-sites, <u>and communicating with a</u> teacher in England through email and Skype.</p> <ul style="list-style-type: none"> • Through the use of rubrics the principal and teachers are increasingly able to quantify growth in their own capabilities and those of their students. • Teachers and students are showing increasing skill in being able to identify their steps for development. • Base line data from 2009 and 2010 <u>is being</u> used to record progress as well as the Action Plan developed in 2010. • All teachers <u>are engaging</u> in Action Research that enables them to identify the progress students are making as creative thinkers and in becoming more responsible for their learning. <u>This is also being incorporated in the</u> appraisal process 			
3. Strengthen professional learning communities and increase collaboration in the school and with other schools.					
3.1	All teachers share progress and outcomes of their action research at the cluster wide meetings at the end of terms 2 and 4.	<ul style="list-style-type: none"> • All teachers <u>are gaining</u> new knowledge and skills from their action research and are able to share these with other teachers in the school and cluster. 	Principal/Staff	Included in the school's contribution to the ICT PD cluster budget.	Cluster wide sharing sessions on 30 June and 2 December.

4. Increase e-learning leadership and ICT strategic planning capability of the principal and teachers.

4.1	<p>Send the principal to NZPF conference and selected staff to e-asTTle workshops</p> <p>With the support of eTime, review and develop a two year ICT strategic plan that reflects the cluster vision and the school vision</p>	<ul style="list-style-type: none"> Principal <u>is sharing</u> knowledge gained through networking and workshops. Senior staff <u>are looking</u> at online assessment methods and how this can be used to further develop <u>the</u> capability of students The ICT strategic plan is completed, and consistent with the school's vision and cluster vision, and being implemented. 	Principal/ Senior staff	\$1100 for conference (accommodation paid by SCPF) Workshops - MoE funded	Start of term 2
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5. Increase the school community's understanding of the educational contribution of e-learning.

5.1	<p><u>Set up classroom wikis.</u></p> <p><u>Upgrade the school website.</u></p> <p><u>Offer parents an opportunity to attend an information evening.</u></p>	<ul style="list-style-type: none"> There is greater community awareness of the benefits of ICT for improving student learning being communicated by the school through celebrations of learning at school as well as online. examples; Classroom websites (Wikispaces) <u>are being used regularly</u> School website <u>is revised.</u> <u>Information evening is well attended and with positive feedback.</u> 	Principal / Teachers		
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6. Increase the physical ICT resources in the school to support students' learning and achievement.

6.1	Develop a two-year costed upgrade plan.	<ul style="list-style-type: none"> BOT approves the plan, which is workable. Purchase a data projector for the senior room, speakers and ceiling mounts for both rooms, (install the above) Apply for grants to purchase a more powerful office computer, a multi purpose printer (office) and <u>an</u> Apple computer (plus software) for the senior room. Purchase the principal's laptop when it comes up for renewal 	BOT		Start term 2
	In 2010:				End term 3
	Review the upgrade plan at the end of 2010.	<ul style="list-style-type: none"> Review completed and changes made to the plan if necessary 	Principal		End term 4